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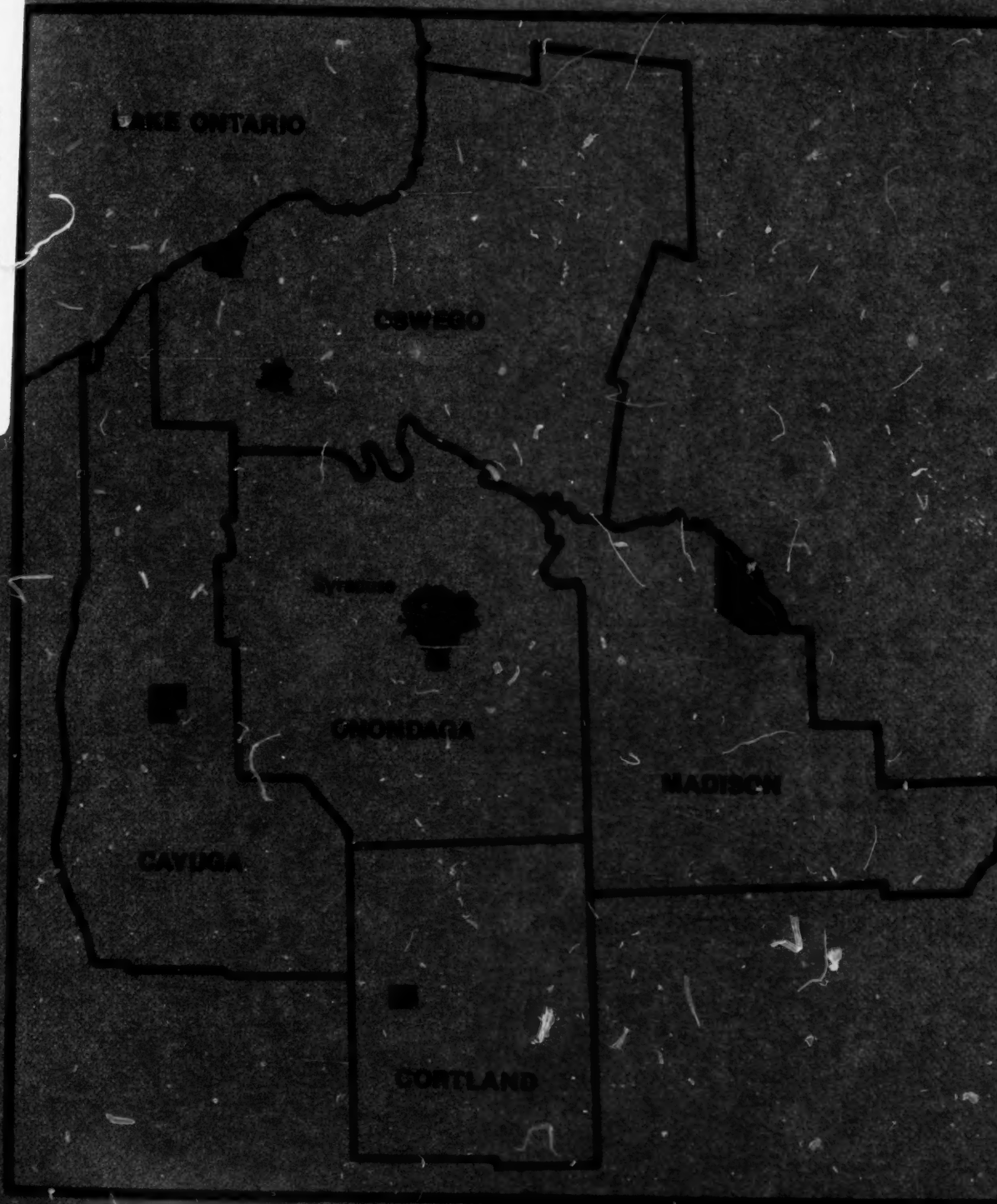
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ABSTRACT

An external degree is one granted on the basis of academic work undertaken through independent and flexible study and pursued in whole or in part outside of the framework of existing college and university courses. A person's qualifications for an external degree are measured not by a list of accumulated formal courses taken and passed, but by an individual's performance on standardized college level examinations. This document presents an accumulation of data that were collected in the process of creating an external baccalaureate degree program in business administration for a 5-county area in upstate New York. Included are significant materials concerning what is currently being done with external degree programs in New York and other states; testing and evaluation programs such as the College Proficiency Program and the College Level Examination Program; and documents concerned with the necessary ingredients of an external degree program. (HS)

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The External Degree Project

Excerpts From XD Meetings

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Designing an External Baccalaureate Degree Program in Business
Administration for a Five-County Area in Upstate New York

A Project of the Policy Institute, Syracuse University
Research Corporation, funded by the Ford Foundation, January 1, 1971
to September 1, 1972.

1. What is an "External Baccalaureate Degree?"

Almost without exception in the United States, academic degrees have been awarded up to now by colleges and universities on the basis of formal courses successfully completed in residence by formally enrolled students. Even when learning has taken place through extension or correspondence courses, papers, exercises and tests have been administered and graded by college or university resident faculty at a particular institution.

An "External Degree", on the other hand, is one granted on the basis of academic work undertaken through independent and flexible study and pursued in whole or in part outside of the framework of existing college and university courses. A person's qualifications for an External Degree are measured not by a list of accumulated formal courses taken and passed, and certainly not by specified residence at a college or university, but by an individual's performance on standardized college level examinations.

In short, it is "what you know" not "where did you learn it" that determines the successful completion of Baccalaureate-level

studies under an external degree program.

2. Who would grant the "External Degree" in the State of New York?

Initially, the Regents of the University of the State of New York which has basic responsibility for education in the state. Ultimately, the State University of New York, the City University of New York, and several private universities might develop and award their own external degrees.

3. Why has Alan Pifer, President of the Carnegie Corporation, called the "External Degree" an "idea whose time has come?"

Tens of thousands of citizens of New York are college dropouts (e.g., housewives who dropped out because of early marriage; businessmen who had to leave college for economic reasons, etc.). Many of these would like to complete their college degrees but cannot take the time to return to college -- full time or even part time.

In addition, tens of thousands of young people over the next decades will find it impossible for economic, geographic or personal reasons to attend formal institutions of higher education. The external degree gives them an opportunity to live at home and to earn a living at the same time that they pursue college and university objectives at their own pace in their own place.

4. What is the role of the Policy Institute of the Syracuse University Research Corporation in forwarding the External Degree idea?

Essentially that of a midwife in a limited geographical area in upstate New York. Working closely with private universities and colleges, with the State Education Department in Albany, and

with the State University of New York, the staff of the Policy Institute will attempt to gather data, analyze options, and recommend instructional designs that will facilitate the development of a valid External Degree Program in the following five counties: Cayuga, Cortland, Madison, Onondaga, and Oswego.

5. Will the Policy Institute Study concentrate on any particular subject areas of college level work as a working example of possibilities?

Yes. The Baccalaureate in Business Administration including component fields in General Liberal Arts.

6. What will be some of the participant groups or institutions in the Five-County area whose cooperation will be necessary if a successful External Degree Program is to be mounted?

Institutions of higher education, public and private:
Auburn Community College, Cazenovia Junior College, Colgate University, Cornell University, Cortland State, Forestry College, LeMoyne College, Maria Regina, Morrisville Agricultural and Technical College, Onondaga Community College, Oswego State, Syracuse University, Upstate Medical Center, Wells College.

Area business, commerce, and industry.

Area labor unions.

Area civic and cultural organizations.

Mass media.

What Others Are Doing

A. In New York State

1. Abstract of "The Regents University Degree", a proposal by the New York State Education Department

The New York State Education Department is currently embarking on a program to establish an external university degree designated the Regents University Degree. Their program is an effort to increase educational opportunity and meet increasing demands for higher education by capitalizing on the unique powers and position of the Board of Regents. By law, the Regents have the authority to facilitate independent learning, validate the results of such learning, and grant bona fide college degrees attesting to demonstrated knowledge and skill.

The main thrust of the State Education Department effort lies in expanding the present College Proficiency Examination Program (CPEP) to include the validating instruments necessary for measuring baccalaureate-level competencies. Of related concern is the promotion of evaluated and variegated avenues of independent study. Toward this end, the Home Study Clearinghouse, which currently identifies and analyzes independent study materials as a service of CPEP, would be substantially expanded. For instance, media, correspondence, and private-sector courses would be encouraged to accept more extensive and intensive educative roles.

Administratively, a new External Degree unit would be added to the State Education Department. CPEP, the Home Study Clearinghouse, and the External Degree unit would be combined under a newly proposed division of Independent Study within the State Education Department.

To establish the test instruments necessary for evaluating baccalaureate-level performance, expansion of existing CPEP panels is anticipated. Committees of faculty from a number of higher institutions in New York State will be brought together with professional consultants in educational testing. To establish performance standards, newly drawn examining instruments will be given to seniors completing their undergraduate education at existing institutions. The pilot subject area will be Business Administration. Reevaluation of procedures and materials, in light of the undergraduate norming trials, would take place prior to the institution of the formal external degree program. The State Education Department is careful to point out that the requirements for all external degrees awarded by the Regents would be subject to the approval of the scholars of the subject matter in question.

Central to establishing validating instruments for university study will be an effort to define the existing substantive prerequisites of an undergraduate degree. To accomplish this task, extensive dialogues between relevant officials of the State Education Department in Albany and scholars engaged in private and public institutions of higher education across the state, are deemed vital.

2. Abstract of a Plan to Introduce a "Non-Resident" University Within the State University of New York, a proposal by the State University of New York.

The State University of New York proposes to establish a non-residential college as an adjunct to its 69 campuses of higher learning. This statewide learning network would serve those students who wish to further their college education yet who cannot or should not be confined to the constraints of a single campus.

Students would formally enroll in a separately designated college of the State University System. Using independent study as the central method of learning, up to five Learning Service Centers would be set up as loci of educational guidance aid resources. Strategically placed geographically throughout the state, the Learning Centers would house instructional services, libraries, local administrators and faculty counselors. Each student would be assigned a faculty tutor who would suggest optimum means and resources of study -- given each individual's aspirations and situational constraints.

A pilot non-residential college of one thousand students is proposed for the coming academic year. Three models of off-campus-on-campus study will be undertaken: (1) all work off-campus; (2) a semester on campus followed by off-campus study; (3) off-campus study with short-term seminars on-campus. An Evaluation Committee would be drawn from the State University facilities to establish the standards for measurement and to monitor and evaluate the program annually

The State University Non-Resident University project is

designed to complement the State Education Department's Regents Degree Program. The Regents function as the certifying arm of public higher education in New York State. The SUNY project is seen as a companion effort to serve those who seek flexible university preparation for certification.

Foregoing single campus residence requirements, the State University hopes to achieve full integration and reciprocity of its varied and diverse educational enterprises. At the same time, the testing of several different "open university" models is designed to help determine the best curricular patterns for extramural university learning.

3. City University of New York (CUNY) Bachelor of Arts Degree

The City University of New York (CUNY) has proposed a new program leading to a baccalaureate degree to be awarded directly by the Board of Higher Education. The aim of the program is to individualize the educational process by introducing greater flexibility in curriculum and course requirements. Thus, participating students will be free to take 75% of their degree instruction through any courses offered at, or accepted by, the entire City University system. The remaining 25% of the baccalaureate credit requirements may be met through independent study, internships or field work. The CUNY-B.A. program would be made available to any student enrolled in any community or senior college of CUNY who had completed one semester of residence on that campus.

Each student's program would be subject to the guidance and approval of a Faculty Committee composed of not less than three CUNY

faculty members from at least two disciplines. Chosen by the student, the Faculty Committee would have final responsibility for certification of a student's competence in the humanities, the natural and the social sciences, and for certification of each student's completion of degree requirements. The Chairman of each student's Faculty Committee would be drawn from the college in which the student is enrolled.

A University Committee composed of faculty and students will be established to guide the development, maintenance, and coordination of the CUNY-B.A. program. Continuing program evaluation will be carried on by the University Committee.

CUNY is hopeful of implementing its university-wide baccalaureate program in the Fall Semester of 1971.

B. Significant Programs Outside New York State

1. Union for Experimenting Colleges and Universities

Present Status - The "Union" (based in Yellow Springs, Ohio at Antioch) has brought together a consortium of 19 colleges and universities for the establishment of a "University Without Walls". At present all participants are in the planning and curriculum development stage, with the expectation of accepting the first class for the fall term, 1971.

Goals - The program has the following stated aims: (1) to abandon narrowly defined limitations of age, place, format and curriculum; (2) to enlarge the scope of what is presently termed "faculty"; (3) to increase the experiential and contributory aspects of undergraduate education; and (4) to foster the concept that education is a continuous and cumulative process.

Participants - The following institutions are presently committed to the U.W.W. effort: Antioch, Bard, Chicago State, Friends World, Goddard, Loretto Heights, Monteith, New College at Sarasota, Northeastern Illinois State College, Roger Williams, Staten Island Community College, University of Massachusetts (School of Education), University of Minnesota, Howard University*, Skidmore*, University of South Carolina*, Morgan State College*, New York University*. Each school is expected to admit 75-100 students to the program this fall.

Instructional Design - The basic ingredients of the program are: a range of age groups that will provide a good learning mix, individualized curriculums, a greatly expanded view of learning resources, flexible time units, emphasis on inter-disciplinary work, continuing evaluation, and cooperation with other participating institutions.

Governance - The U.W.W. will be governed by a loose-knit consortium. Each participating institution is responsible for establishing its own policy vis-a-vis admissions, curriculum, graduation requirements, etc. In addition, all participants are being urged to establish a college of the University Without Walls to facilitate administration.

Project Finance - The planning stage of this program has been financed with a grant of \$415,000. Obviously, many participants have contributed part of their time since the total grant works out to only slightly over \$25,000 per institution (16 at the time of the grant). Financing for the operation of U.W.W. is also in the planning

*denotes non-"Union" participant

stage. The model budgets attached to their original proposal are based on \$2,650 for tuition and 20% for overhead.

2. The Association for Graduate Education & Research (TAGER)

Program Status - TAGER is a non-profit corporation, chartered in 1965, and intended to develop and operate programs of educational cooperation in the northern part of Texas. At present, eight colleges and universities are participants.

Since 1967 TAGER has been an electronic clearinghouse for broadcasting courses to participating institutions and to industry via a closed circuit television network. This system possesses a "two-way" capability, thus facilitating student-faculty interchange, as well as the ability to link the computer and computer terminals located at all receiving sites. Presently, 2,000 students are enrolled in a curriculum of 88 courses at the graduate and undergraduate levels.

Participants - Local industry has installed 30 classrooms - the participants are: Atlantic Richfield Co., Bell Helicopter Co., Collins Radio Co., General Dynamics Inc., Ling-Temco-Vought Inc., Mobil Oil Co., Sun Oil Co., and Texas Instruments Inc.

The institutions of higher learning are: Austin College, Bishop College, Dallas Baptist College, Southern Methodist University, Texas Christian University, Texas Wesleyan College, University of Texas at Dallas, and University of Dallas.

Governance - TAGER is governed by a twelve member Board of Trustees and a Board of Governing Participants. The TAGER Board of Trustees holds the legal authorities of the association and is respon-

sible for determination of policy matters and for management of TAGER's physical assets. Membership on the Board of Governing Participants includes the chief executive officer of all institutions formally affiliated with TAGER, one senior representative of an industrial firm served by TAGER, one faculty member from a TAGER institution, and the chairman of the TAGER Board of Trustees. The Board of Governing Participants holds delegated responsibility for the regular management of TAGER affairs and especially for the supervision of TAGER's academic programs and other regular activities. The Board is served by the TAGER Academic Planning Committee, comprised of the chief academic officer of each institution. This committee is responsible for planning, developing and coordinating academic programs.

Finance - The TAGER system was originally set up and subsidized by local philanthropy. Since then, it has received money from the National Science Foundation and the Ford Foundation for expanding its facilities and conducting research.

Funds for the operating budget for TAGER come from three sources: (1) an annual assessment of participating institutions, (2) contracts with these schools negotiated according to use of the system, and (3) a 50% surcharge added to the tuition that industry pays to the TAGER colleges and universities for its student participants.

C. Testing and Validation Programs

1. The College Proficiency Examination Program (CPEP)

The College Proficiency Examination Program (CPEP) is an implementation of the concept of credit-by-examination. Originated

and run by the New York State Education Department, CPEP offers examinations to those who have acquired college-level knowledge in ways other than through regular classroom attendance. Since CPEP's first year (1963), nearly 10,000 examinations have been given in over 25 subject areas. While new examinations may be developed in any field of concern, CPEP's main thrust to date has been in the following three areas: the nursing sciences, foreign languages, and professional education.

Examinations are drawn up by outstanding faculty (numbering close to 200) from higher learning institutions throughout the state. Committees of faculty in specific subject areas draw up examination specifications, write examination questions, rate candidates' answers and determine performance levels necessary for satisfactory CPE grade performance. Standards of test performance are established by administering the CPEP examinations to regular college classes. College Proficiency Examinations are given grades of A through D or F by the state faculty consultant examiners. However, no college credit is granted for CPEP examinations by the New York State Education Department. CPEP grades are translated into course credit only when an existing college or university accepts the examination as credit toward a degree at that institution. The responsibility for assuring credit for College Proficiency Examinations is left to the individual examinee. At present, nearly 300 institutions across the Northeastern United States accept CPEP examinations for credit. Standards for granting credit are set by each college and university.

Subject areas with CPEP examinations currently under development are health services, Afro-American Studies, and Puerto Rican Studies. It is CPEP's intention to provide valid measuring instruments in these relatively new areas of academic endeavor by May 1971. In addition to responding to subject areas of growing concern, CPEP services areas in which individuals possess skills but require credential proof of competence. Many of the foreign language examinees fall into this category. As a further service of CPEP, a Home Study Clearinghouse evaluates the content of existing independent study materials and publicizes the results of their findings (as widely as possible) across the state.

2. The College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) is administered by the College Entrance Examination Board (CEEB) in cooperation with the Educational Testing Service (ETS). CLEP is headed by an executive director and advised by a national group of educators (the Council of College-Level Examinations). Since 1966, CLEP has offered college skills assessment instruments, given the third week of each month at fifty-nine test centers nationwide.

CLEP offers two types of examinations. The General Examinations are designed to measure the equivalent of two years of college courses in five basic liberal arts subjects: English composition, the humanities, mathematics, the natural sciences, and the social sciences. The Subject Examinations measure skill achievement in specific undergraduate college course areas. Approximately thirty different Subject

Examinations are currently available, covering a traditional course spectrum in the natural and social sciences and the humanities.

CLEP examinations are developed by examining committees made up of college and university faculty members and test-development specialists at the Educational Testing Service (ETS). Members of the committees:

- (1) specify the skills and content to be measured;
- (2) assist with the preparation of questions;
- (3) review and approve the final forms of the tests

before they are made available for use.

Both the General and Subject examinations were normed by samples of students in two-year and four-year existing institutions prior to their introduction. All CLEP scores are reported on a 200 to 800 scale with a mean score of 500. It is the responsibility of the examinee to negotiate credit acceptance of CLEP examinations by the higher learning institutions. In addition to individuals' use of CLEP examinations, existing institutions employ CLEP services for in-house educational achievement assessment.

The following are the major goals of CLEP as stated by the College Entrance Examination Board:

- (1) to provide a national program of examinations that can be used to evaluate non-traditional college-level education;
- (2) to stimulate colleges and universities to become more aware of the need for and possibility of credit by examination;

- (3) to aid colleges and universities in placement, accreditation and admission of transfer students;
- (4) to provide colleges and universities a means by which to evaluate their programs and their students' achievements;
- (5) to assist adults who wish to continue their education in order to meet licensing and certification requirements.

The College Entrance Examination Board (CEEB) and the Educational Testing Service (ETS) have recently created an Office of External Degree. The exact functions of this office and the relationship of CLEP to it are in development stages.

III

What Are the Necessary Ingredients of Any External Degree Program Sponsored by Anyone in the Five-County Region?

In embarking upon a project to design a program for an External Degree in Business Administration for the Five-County Region, it is desirable to have an initial concept of what are the necessary ingredients. Specifically, we would appreciate your help in completing the following list:

1. Regents approval as the prime authority in New York State.
2. A testing and guidance and counseling capability either in a series of outreach stations or by circuit rider, to include a clearinghouse function which could, by computer, hopefully inform anyone quickly of all available resources and materials for advancement of his university education.
3. A public relations-civic contact scheme and strategy.
4. A careful inventory of decentralized and very local educative opportunities and space, including fruitful uses of the media, cable television, cassettes, etc.
5. Learning materials and a distribution system therefor.
6. A teaching talent bank showing the location, specialization, and availability of all learning catalysts in the Five-County Region, especially higher education faculty.
7. Examinations and other instruments to validate study and experience leading toward a Regents' B.A. in Business Administration, and a strategy for making easy use of these instruments by students.

8. A market demand model for the program, including the effects of various pricing, financial aid, and mechanics formulae.
9. Determining the implications of External Degrees obtained by a battery of examinations only, on the one hand, as against an accumulation of credits determined by passing discrete courses having a common currency in the program on the other, or both.
10. Sponsorship and an administrative structure to implement.
11. An ongoing research system to evaluate the progress and pitfalls of the particular design which evolves for the area, and a design for research on the External Degree once it is operational.
12. Motivation measurements to assess the extent to which External Degree clients must be reoriented toward independent study.
13. The means for stimulating and insuring students' learning interaction.
14. ?
15. ?
16. ?

A. What Are the Possible Sponsorship Structures for an External Degree in the Five-County Area?

In our preliminary thinking, we have sketched out the three models set forth below. The reactions of the Advisory Groups to these, and suggestions as to other possible models are desired.

Model 1? -A public institution degree administered by the State University of New York engaging all of its component units in the five counties and led by SUNY at Cortland and Oswego and a Learning Center in Syracuse?

Model 2? -An independent consortium of public and private institutions in the five counties? (There exists now the embryo to be developed. It is called the committee on Continuing Education for Metropolitan Syracuse, at the moment only a clearinghouse and not a coordinating committee.)

Model 3? -A consortium of private institutions in the five counties led by the largest and most experienced in non-residential education - Syracuse University?

Model 4? -

Model 5? -

Among questions these models raise are:

1. Common fees for common products in models two and three.
2. Could models one or three really blanket the five counties with a comprehensive and efficient External Degree Program?
3. What forms of financial aid would models two and three need in order to be competitive with model one?
4. To what extent are the classic arguments on behalf of educational pluralism continually valid, thus suggesting a preference for two or three?
5. What would be the financial costs to learners and/or taxpayers under each model?
6. To what relative extent can each model mount or arrange for the full range of talents needed to operate an External Degree Program over the whole Five-County Region?
7. ?
8. ?
9. ?

B. Collaboration with Existing Activities in the Five-County Region

An initial assumption is made that, to the greatest extent possible, the whole community should be involved in the External Degree Program. This means compiling a list of educational programs and facilities in the region which might appropriately be involved, and considering the nature of their relationship to the program.

Obviously, attention needs to be given to the programs of institutions of higher learning in the Five-County Region: Auburn Community College, Cazenovia Junior College, Colgate University, Cornell University, Cortland State, Forestry College, LeMoyne College, Maria Regina, Morrisville Agricultural and Technical College, Onondaga Community College, Oswego State, Syracuse University, Upstate Medical Center, and Wells College. Since it is assumed that the comprehensive examination(s) leading to a Bachelor's Degree in Business Administration will test general cultural achievement as well as proficiency in technical business subjects, the extension and continuing education programs of these institutions in the field of liberal arts, as well as business, need to be covered.

Going beyond the customary academic programs, it is known that many business and professional organizations and associations conduct education and training programs in various aspects of business and management. Examples are the programs conducted by the American Institute of Banking, the Insurance and Real Estate Associations. Also, several of the large corporations (General Electric, Carrier, etc.) have extensive upgrading and continuing education programs for their employees. Query: (a) what proficiencies do these courses aim at

developing, and (b) how appropriate are they for course credits or proficiencies needed for a business administration degree? What is the most efficient way of ascertaining what programs of this sort exist and considering their validity for the External Degree Program? What should be the system for validation of such programs? On what economic basis can such courses be incorporated in the External Degree Program to safeguard existing academic programs against financial jeopardy?

Any information and initial thoughts on these questions will be useful.

C. Achieving Local and Civic Support

The Five-County Region includes 8 cities and villages which are the sites of 13 universities and colleges. Moreover, businesses and professions in the Region employ a substantial percentage of the graduates of these institutions and, directly or indirectly, provide significant financial support for them. Existing institutions of higher learning are among the largest single employers in their respective communities and therefore major factors in the economic health of such communities.

It seems clear that, if an External Degree Program for the Five-County Region is to be successful, broadly-based community support and participation is essential. To achieve such support, we cannot await the completion of the study on which we are embarked. Elements of the community must be involved in the planning and design of the program as it progresses, and must, from the beginning, be assured as

to certain concerns which logically arise, particularly in view of the stake which the community has in existing institutions of higher learning.

What are these concerns? Certainly one would be the quality of the External Degree -- or put another way -- the sophistication and proficiency which the recipient of such a degree can be expected to have. The aims, of course, are (1) to design the program in such a way that the External Degree is in reality comparable to a degree obtained "in residence"; and (2) to achieve public acceptance of this fact.

A second concern would be the relationship between the External Degree Program and existing residential academic institutions. The Five-County area is fortunate in having a large number and wide diversity of educational resources. Current pressures on higher education, public and private, necessitate fresh appraisal of institutional strengths, educative roles, and interrelations. A successful External Degree Program holds rich potential for educational benefits in return for essential cooperative dialogue involving all existing institutions.

A third concern is the relationship of business, industrial, labor, and civic interests to the External Degree Program. Vital and on-going inputs from these sectors of the community are keystones to the External Degree Program serving the Five-County Region. In a community context, the burden of advancing education lies with an extensive cross-section of non-university concerns. The present educative services of these institutions and their potential for contribution to,

and benefit from, an External Degree effort in the Five-County area are factors of prime importance.

A fourth concern is the financial issue. Public expenditures in support of education are of major concern to all. It is imperative that cost be given priority consideration lest the External Degree be seen as another costly burden.

Are there other major concerns which need to be dealt with from the start? How should the Policy Institute go about dealing with the concerns mentioned above? Recommendations on these questions will be most helpful.

D. Way Stations Between High School Diploma and B.A. in Business Administration

The provision of a baccalaureate Regents' Degree in Business Administration raises the question as to whether academic credit and technical certifications of various kinds can be provided by the Regents on a course by course, or program by program basis, or by successful accomplishment on appropriate validating instruments. There is no reason why the Ford and Carnegie Foundations, among others, should not raise the question of whether existing two-year, or four-year degree-earning schedules and institutions should dominate the certification process. Some occupational skills or professional proficiencies within business administration can be learned in a few months; some may take a year and a half (but not two years); some may take three years (but not four). Regents certification for specific course work or skills attained could appear in a variety of diplomas

based on high and recognized standards of performance in selected pieces of the business administration curriculum.

Thus, a series of way stations, such as a "Regents' Diploma in Computer Programming", or a "Regents' Diploma in Retail Marketing" could be constructed. These way stations would be a most important concomitant of a Regents' University Degree Program. If they provided little else, and this would hardly be the case, they could do much to ease the absurd burdens carried by people who "never finished college" (although they may have all but three credits) or the "college drop-out" who may have attained a good deal of knowledge but has no certifying piece of paper that carries real and useful standing.

E. Financial Considerations Having a Bearing Upon the External Degree Program

Financial considerations will be important in the planning and design of the External Degree Program. On the one hand, the program must not be too expensive, and the fees charged to the participants must be reasonably related to their ability to pay. Certainly, one of the principal motivating factors leading to consideration of the External Degree Program has been the tremendous cost to parents and taxpayers of providing post-secondary, residential education. If the External Degree Program should prove to be so costly as to constitute a roughly similar financial burden on top of the costs of providing college education on campuses, then a great deal of the interest in the program would undoubtedly be lost, whatever its other advantages.

One of the important elements in the whole economics of

the External Degree Program is the nature of the market for the program. Who are the people in the Five-County Region who will be interested in participating in the program? Are they young, working men and women? Middle-aged housewives whose children have grown? Older, retired persons? Or a combination of all three? How many of them will there be? A very important question, on which advice is needed, is how to go about determining the nature and magnitudes of people who can be expected to participate in such a program.

In any such program there are certain fixed costs. If the number of participants in the program is very small, then the cost per student becomes high. If, on the other hand, there are a substantial number of persons involved in the program, then the cost per student can be considerably lower and, in addition, a wider variety of more expensive in-puts can be used in the program (e.g., more expensive audio-visual and TV cassette equipment, more part-time professors, etc.)

Another important financial aspect of the External Degree Program is its effect upon existing academic institutions and programs. To put the question in its most extreme form, supposing a very high percentage of young people, presently attending residential colleges, decided they would prefer to drop out and get their degrees through the External Degree Program, studying on their own time. Obviously, nothing like this can be expected to happen, but it is fair to say that, with the ever-increasing costs and resulting charges in the form of tuition and fees by colleges and universities, there is a problem of their pricing themselves out of the market, i.e., parents

having second thoughts about making the financial sacrifices to afford their children residential college educations.

If the External Degree Program were so inexpensive in terms of fees and charges in relation to what it would cost to get a residential college education, the inauguration of such a program could have a significant adverse financial impact upon existing academic institutions and programs. One question which might be considered, is whether there are any appropriate ways for easing the impact of the External Degree Program upon established colleges and universities. For example, should there be some kind of selective criteria for permitting people to participate in the External Degree Program?

Of more direct concern, is the question of the relationship of the External Degree Program to the adult and continuing education programs conducted by Syracuse's University College and other institutions in the region. We are in the process of collecting data on costs and fees charged for these various programs. Obviously, careful attention should be given to designing the External Degree Program so as to minimize or eliminate harmful effects upon these existing programs. Undoubtedly, many of the existing institutions having such programs will have a significant role to play in the External Degree Program as it is developed. Thus, one way of avoiding harmful effects may well be a shift in the nature of their activities by constructing a wide involvement in External Degrees by such extant institutions.

On the assumption that a high priority aim will be to make the External Degree Program accessible to the underprivileged, the

least able to finance the post-secondary education program, it is necessary to consider the question of financial assistance to members of this group. First, there needs to be a survey of existing scholarship, financial aid and loan programs and their availability to support participation in the External Degree Program. Secondly, there should be some consideration of any special program of financial assistance appropriate for the External Degree Program.

Would most of the above financial problems be obviated by a common adoption of standard SUNY tuition charges?